



Clarendon 3 School District

P.O. Drawer 270
Turbeville, SC 29162

Grades	PK-12 District	
Enrollment	1,275 Students	
Superintendent	Dr. Connie Dennis	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average*
2008	Below Average	At-Risk
2007	Good	Good
2006	Average	Average
2005	Average	Average

* The District's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

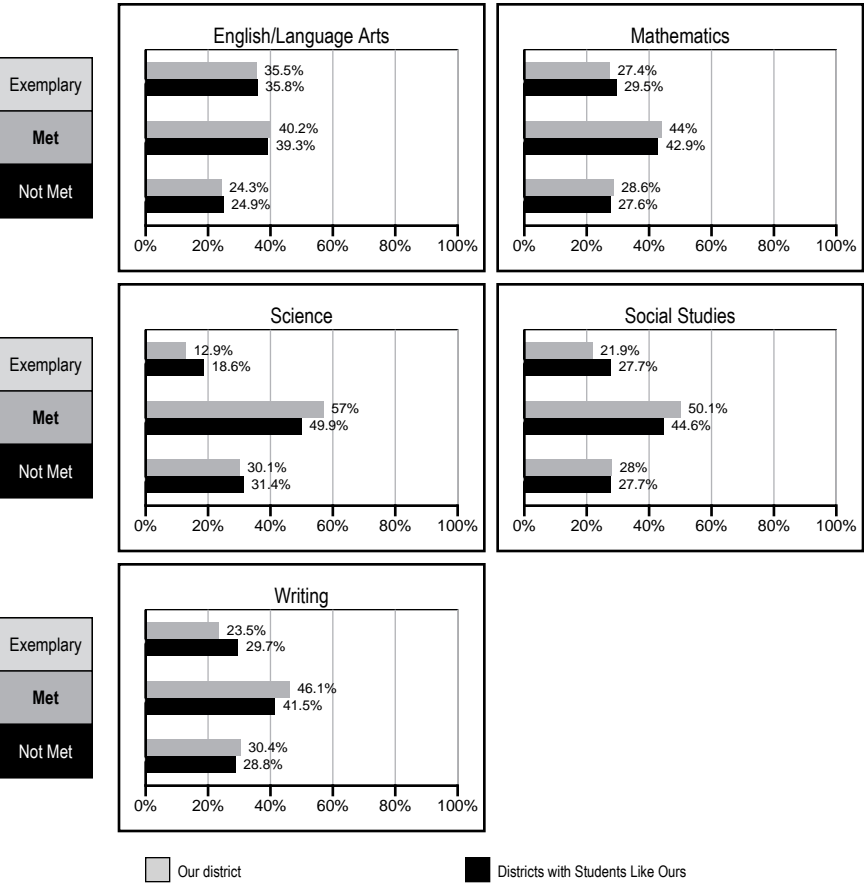
99.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	14	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	75.7%	77.5%	82.6%	77.9%	81.3%	77.1%
Passed one subtest	15.5%	8.8%	8.7%	12.3%	10.2%	12.1%
Passed no subtests	8.7%	13.7%	8.7%	9.8%	8.5%	10.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	72.6%	79.1%
English 1	51.6%	69.3%
Physical Science	27.4%	54.9%
US History and the Constitution	40.9%	39.9%
All Subjects	47.5%	61.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,275)				
First graders who attended full-day kindergarten	96.1%	Down from 97.9%	99.2%	99.7%
Retention rate	2.3%	Down from 2.6%	2.5%	3.1%
Attendance rate	95.6%	Up from 94.9%	95.8%	95.7%
Eligible for gifted and talented	14.0%	Up from 12.1%	13.7%	11.2%
With disabilities other than speech	8.8%	Down from 9.1%	11.1%	10.6%
Older than usual for grade	6.2%	Down from 7.4%	3.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.6%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	16.1%	10.5%
Successful on AP/IB exams	N/A	N/A	54.0%	51.2%
Eligible for LIFE Scholarship	25.5%	Down from 32.8%	31.5%	30.8%
Enrolled in adult education GED or diploma programs	10	Up from 9	74	40
Completions in adult education GED or diploma programs	10	Up from 8	59	30
Annual dropout rate	1.5%	Down from 2.8%	4.0%	3.4%
Teachers (n=84)				
Teachers with advanced degrees	57.1%	Up from 52.3%	59.4%	56.8%
Continuing contract teachers	82.1%	Up from 73.9%	78.4%	76.7%
Teachers with emergency or provisional certificates	2.5%	Down from 6.3%	3.9%	4.6%
Teachers returning from previous year	93.6%	Up from 91.5%	90.2%	88.4%
Teacher attendance rate	93.5%	Down from 95.2%	95.3%	95.0%
Average teacher salary*	\$45,309	Up 6.8%	\$47,477	\$46,992
Vacancies for more than nine weeks	3.6%	Up from 0.0%	0.1%	0.4%
Professional development days/teacher	13.0 days	Up from 12.8 days	13.0 days	13.1 days
District				
Superintendent's years at district	1.5	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.4 to 1	20.8 to 1	20.5 to 1
Prime instructional time	87.8%	Down from 88.2%	89.9%	89.8%
Dollars spent per pupil**	\$7,993	Up 6.3%	\$9,028	\$9,279
Percent of expenditures for teacher salaries**	56.9%	Up from 55.4%	55.3%	52.7%
Percent of expenditures for instruction**	59.4%	Up from 58.6%	58.7%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	3	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.5%	Up from 2.6%	4.8%	3.5%
Average age in years of school facilities	35 Years	Up from 34 Years	26 Years	28 Years
Number of schools with SACS accreditation	3.0	No Change	14.0	8.0
Parents attending conferences	93.8%	Down from 97.9%	95.4%	93.9%
Average administrator salary	\$66,823	Up 2.3%	\$81,000	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	96	92.7%	362	47.5%	112	79.5%	Yes
Gender							
Male	41	95.1%	185	46.5%	47	76.6%	N/A
Female	55	90.9%	177	48.6%	65	81.5%	N/A
Racial/Ethnic Group							
White	61	96.7%	233	56.7%	71	85.9%	N/A
African American	32	84.4%	110	24.5%	35	71.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	61.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	27	37.0%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	41	87.8%	192	39.1%	50	70.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	92.7%	94.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	112	800
Number of Diplomas	89	584
Rate	79.5%	76.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	437	473	461	492	440	458	1338	1422		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	16.5	16.6	17.9	19.0	17.8	18.6	19.1	19.1	18.0	18.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	10.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Clarendon School District No. 3 continues to be a fiscally responsible educational system. Resources are limited, but we are proud of our efforts to monitor the use of taxpayers' dollars to best meet the needs of our students. We are united in our commitment to prepare each student for the path of his/her future.

The report card will offer information to our community about important data for Clarendon School District No. 3. With accountability laws in place, each employee must strive everyday to meet new levels of excellence. We welcome the challenges and know that we can and will assist our students in being academically successful. District administrators and teachers will continue to participate in professional development opportunities focused on best practices.

Our Board of Trustees remains focused on academic excellence and fiscal responsibility. District administrators and employees remain loyal to the educational quality expected by our community. We are proud of our accomplishments. All three schools in the district remain accredited by the Southern Association of Colleges and Schools. The senior class of 2009 earned \$1, 225, 600 in scholarship funds. Six eighth graders were recognized as South Carolina Junior Scholars.

Thank you for the role that you play in the success of our schools and the local community.

Connie J. Dennis, Ph.D.
Superintendent

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No Child Left Behind

District Adequate Yearly Progress	No
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This district met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	N/A
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Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Walker-Gamble Elementary	NI-DELAY

The Clarendon 3 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	531	99.6	24.0	40.7	35.3	86.7	82.8	Yes	Yes
Gender									
Male	273	99.3	27.2	41.0	31.8	84.3	79.3	N/A	N/A
Female	258	100.0	20.6	40.3	39.1	89.3	86.5	N/A	N/A
Racial/Ethnic Group									
White	367	99.7	17.7	39.3	43.0	91.7	89.5	Yes	Yes
African American	142	99.3	43.2	41.7	15.2	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	19	100.0	11.1	66.7	22.2	88.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	65	100.0	62.9	24.2	12.9	45.2	52.0	No	Yes
Migrant Status									
Migrant	11	100.0	9.1	72.7	18.2	90.9	66.1	N/A	N/A
Limited English Proficient									
Limited English	16	100.0	12.5	75.0	12.5	87.5	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	303	99.7	30.1	44.8	25.1	82.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	531	99.6	28.4	44.4	27.2	81.2	78.9	Yes	Yes
Gender									
Male	273	99.3	29.1	44.4	26.4	81.2	77.0	N/A	N/A
Female	258	100.0	27.6	44.4	28.0	81.1	80.9	N/A	N/A
Racial/Ethnic Group									
White	367	99.7	20.5	46.2	33.3	87.7	87.2	Yes	Yes
African American	142	99.3	50.8	36.4	12.9	61.4	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	19	100.0	22.2	72.2	5.6	94.4	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	65	100.0	66.1	27.4	6.5	41.9	45.5	No	Yes
Migrant Status									
Migrant	11	100.0	N/AV	N/AV	N/AV	N/AV	75.7	N/A	N/A
Limited English Proficient									
Limited English	16	100.0	18.8	75.0	6.3	93.8	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	303	99.7	38.0	41.6	20.4	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	353	99.2	28.8	58.3	12.9	71.2	67.5
Gender							
Male	182	98.9	31.8	52.9	15.3	68.2	67.0
Female	171	99.4	25.8	63.8	10.4	74.2	68.0
Racial/Ethnic Group							
White	239	99.6	19.3	64.5	16.2	80.7	79.5
African American	99	99.0	52.7	40.7	6.6	47.3	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	14	92.9	30.8	69.2	N/A	69.2	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	43	100.0	60.0	32.5	7.5	40.0	35.6
Migrant Status							
Migrant	7	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	11	100.0	36.4	63.6	N/A	63.6	59.6
Socio-Economic Status							
Subsized meals	204	99.0	38.0	54.0	8.0	62.0	55.1

Social Studies

All Students	354	99.2	27.5	51.2	21.3	72.5	72.3
Gender							
Male	181	99.5	26.4	46.6	27.0	73.6	71.5
Female	173	98.8	28.7	56.1	15.2	71.3	73.2
Racial/Ethnic Group							
White	244	98.8	22.7	52.4	24.9	77.3	80.7
African American	97	100.0	41.3	46.7	12.0	58.7	60.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	11	100.0	18.2	72.7	9.1	81.8	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	44	100.0	57.1	38.1	4.8	42.9	43.5
Migrant Status							
Migrant	8	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	11	100.0	18.2	72.7	9.1	81.8	67.9
Socio-Economic Status							
Subsized meals	212	99.1	35.4	49.0	15.7	64.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	529	97.2	29.9	44.0	26.1	70.1	70.2	95.0	96.1
Gender									
Male	274	97.1	35.8	46.3	17.9	64.2	63.2	94.8	96.0
Female	255	97.3	23.5	41.6	34.9	76.5	77.5	95.3	96.3
Racial/Ethnic Group									
White	365	97.8	22.0	47.0	31.0	78.0	79.1	94.8	95.9
African American	141	95.7	53.5	35.7	10.9	46.5	57.6	95.4	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.2	96.4	97.3
Hispanic	19	94.7	16.7	55.6	27.8	83.3	62.6	95.3	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	63	85.7	81.1	15.1	3.8	18.9	26.1	93.7	95.2
Migrant Status									
Migrant	12	100.0	16.7	58.3	25.0	83.3	54.7	95.3	96.5
Limited English Proficient									
Limited English	17	94.1	18.8	62.5	18.8	81.3	61.2	95.5	96.8
Socio-Economic Status									
Subsidized meals	290	96.9	39.5	43.6	16.9	60.5	58.9	94.5	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100.0	18.2	39.8	42.0	81.8
	4	98	100.0	14.0	38.7	47.3	86.0
	5	84	100.0	20.0	42.5	37.5	80.0
	6	98	99.0	20.4	50.5	29.0	79.6
	7	81	100.0	28.2	41.0	30.8	71.8
	8	78	98.7	48.6	29.2	22.2	51.4
Mathematics							
2009	3	92	100.0	22.7	36.4	40.9	77.3
	4	98	100.0	12.9	54.8	32.3	87.1
	5	84	100.0	30.0	46.3	23.8	70.0
	6	98	99.0	28.0	50.5	21.5	72.0
	7	81	100.0	35.9	41.0	23.1	64.1
	8	78	98.7	45.8	34.7	19.4	54.2
Science							
2009	3	47	100.0	29.5	52.3	18.2	70.5
	4	97	100.0	18.5	71.7	9.8	81.5
	5	42	97.6	25.0	62.5	12.5	75.0
	6	49	98.0	43.5	54.3	2.2	56.5
	7	81	100.0	21.8	56.4	21.8	78.2
	8	37	97.3	57.6	33.3	9.1	42.4
Social Studies							
2009	3	48	97.9	19.1	59.6	21.3	80.9
	4	95	100.0	5.6	62.2	32.2	94.4
	5	42	97.6	43.6	46.2	10.3	56.4
	6	48	97.9	6.5	76.1	17.4	93.5
	7	81	100.0	53.8	30.8	15.4	46.2
	8	40	100.0	44.7	31.6	23.7	55.3
Writing							
2009	3	92	91.3	25.6	31.7	42.7	74.4
	4	99	96.0	14.4	53.3	32.2	85.6
	5	83	100.0	38.8	37.5	23.8	61.3
	6	97	96.9	28.6	54.9	16.5	71.4
	7	83	100.0	35.4	41.8	22.8	64.6
	8	75	100.0	39.7	42.5	17.8	60.3

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I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	92	100.0	6.9	37.9	37.9	17.2	70.1	61.8	Yes	Yes
Male	43	100.0	11.9	42.9	38.1	7.1	59.5	57.4	N/A	N/A
Female	49	100.0	2.2	33.3	37.8	26.7	80.0	66.1	N/A	N/A
White	52	100.0	2.0	36.7	36.7	24.5	77.6	74.3	Yes	Yes
African American	33	100.0	12.5	46.9	34.4	6.3	56.3	44.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	51	100.0	10.9	47.8	34.8	6.5	58.7	45.6	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	92	100.0	13.8	40.2	29.9	16.1	62.1	62.7	Yes	Yes
Male	43	100.0	19.0	40.5	26.2	14.3	57.1	61.8	N/A	N/A
Female	49	100.0	8.9	40.0	33.3	17.8	66.7	63.6	N/A	N/A
White	52	100.0	6.1	40.8	32.7	20.4	73.5	75.1	Yes	Yes
African American	33	100.0	25.0	46.9	25.0	3.1	40.6	45.1	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	51	100.0	19.6	52.2	26.1	2.2	45.7	47.9	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	92	88.0	80.4	6.5	1.1	N/A	N/A	N/A	N/A	N/A
Male	43	83.7	74.4	9.3	N/A	N/A	N/A	N/A	N/A	N/A
Female	49	91.8	85.7	4.1	2.0	N/A	N/A	N/A	N/A	N/A
White	52	84.6	73.1	11.5	N/A	N/A	N/A	N/A	N/A	N/A
African American	33	90.9	87.9	N/A	3.0	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	51	84.3	82.4	2.0	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	107	95.3	19.6	28.4	32.4	19.6	59.8	69.7
	2009	92	100.0	6.9	37.9	37.9	17.2	70.1	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	107	95.3	16.7	33.3	26.5	23.5	57.8	67.2
	2009	92	100.0	13.8	40.2	29.9	16.1	62.1	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.7%	0.0%	No
Student attendance rate, grades K-8	95.6%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.